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ABSTRACT

The Texas Educational Assessment of Minimum Skills (TEAMS) was developed by the Texas Education Agency (TEA), in response to Texas House Bill 72 (1984), which mandated a new basic skills assessment program for mathematics, reading, and writing at grades 1, 3, 5, 7, 9 and 11. This is one in a series of Instructional Strategies Guides designed to familiarize Texas educators with the types of strategies employed in assessing learner mastery of TEAMS objectives and to provide suggested instructional activities that can be used to promote mastery of those objectives. This guide focuses on the TEAMS reading objectives for grade 3. It provides detailed description of the test items used to measure each reading objective. The nine objectives are subsumed under six skill areas: (1) main idea; (2) word meaning (sight words, contextual analysis, structural analysis); (3) word decoding (phonic analysis); (4) detail (specifics, sequence); (5) inference (predicting future outcomes); and (6) reference usage (using a table of content). The following information is provided for each objective: (1) description of objective; (2) sample item; (3) test questions; (4) answer choices; (5) answer analysis for sample item; (6) instructional emphases; and (7) possible instructional activities. (JAZ)

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# INSTRUCTIONAL STRATEGIES GUIDE

## READING

## GRADE 3

TEXAS EDUCATION AGENCY

William B. Travis Building
1701 North Congress Avenue
Austin, Texas 78701

August 1986

TM 870 028

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# TEAMS INSTRUCTIONAL STRATEGIES GUIDE

## READING

## GRADE 3

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# INTRODUCTION

During 1980-1985 the Texas Education Agency (TEA) administered a criterion-referenced testing program, the Texas Assessment of Basic Skills (TABS). That program was designed to measure minimum basic skills in mathematics, reading, and writing at Grades 3, 5, and 9. In July 1984, under the provisions of House Bill 72, a new basic skills assessment program was mandated in mathematics, reading, and writing at Grades 1, 3, 5, 7, 9, and 11. In response, development of the Texas Educational Assessment of Minimum Skills (TEAMS) was instituted by TEA during the 1985-1986 school year.

School district personnel from across Texas participated in all aspects of the development of TEAMS. Basic skills objectives were selected after a thorough review of the State Board of Education Rules for Curriculum, GE4 450 01, (Essential Elements). Under TEA supervision measurement specifications and test items were developed for each objective. Statewide field testing was conducted to ensure the quality of test items. The State Board of Education then approved the TEAMS tests for administration.

Because of the significance of the TEAMS program, TEA is providing Texas educators with instructional strategies guides for all objectives measured on each TEAMS examination. These guides describe the TEAMS objectives as well as instructional considerations and activities that can be used to promote mastery of TEAMS objectives.

This instructional strategies guide focuses on the TEAMS reading objectives for Grade 3. It provides a detailed description of the test items used to measure each objective. In addition, a brief instructional analysis is provided for each objective as are instructional activities that can help students master the objective.

Texas educators will undoubtedly vary in the ways they wish to promote learner mastery of the TEAMS objectives. Thus, the instructional components of this guide are <u>not</u> intended to be prescriptive. Teachers should view suggested activities as potential approaches that lead to mastery of the TEAMS objectives.

## Components of the Instructional Strategies Guide

Nine TEAMS reading objectives are measured at the third grade level. These objectives are subsumed under one of six skill areas. The distribution of reading objectives by skill area is shown on the next page.

| SKILL AREA | OBJECTIVE |
|---|---|
| Main Idea | Main Idea |
| Word Meaning | Sight Words<br>Contextual Analysis<br>Structural Analysis |
| Word Decoding | Phonic Analysis |
| Detail | Specifics<br>Sequence |
| Inference | Predicting Future Outcomes |
| Reference Usage | Using a Table of Contents |

This guide provides the following information for each of the reading objectives included in the TEAMS Grade 3 test.

Description of the objective. This section provides a succinct overview of the objective's focus.

Sample item. An illustrative sample item follows the description of each objective. This item is consistent with the test specifications for the objective, hence is representative of the TEAMS items used to measure students' mastery of the objective.

Test questions. To provide a more detailed view of how each TEAMS objective is assessed, the next section provides a description of the test question. All of the Grade 3 reading items present a stimulus that precedes four answer choices.

Answer choices. The next section deals with the response to each multiple-choice test item. Important characteristics of the answer choices are described.

Answer analysis for sample item. An analysis of the answer choices from the sample item is then provided. This analysis explains why the correct answer is right and why the incorrect answers are wrong.

Instructional emphases. Considerations relevant to the design of instructional sequences for each TEAMS objective are described in this section. These instructional analyses are not intended to represent the only important points

associated with instruction aimed at a particular objective. However, it is hoped that these discussions will stimulate educators' consideration of each objective.

Possible instructional activities. The final section discusses several instructional activities for the objective that Texas educators may wish to consider as they organize their instructional plans.

## Use of the Instructional Strategies Guide

This TEAMS instructional strategies guide is designed to accomplish two goals. First, the guide enables Texas educators to become familiar with the types of assessment strategies employed to assess learner mastery of the TEAMS Grade 3 reading objectives. Educators who wish to learn more about how the TEAMS objectives are tested should consult the TEAMS objectives and measurement specifications available at cost from TEA. The level of detail provided in this instructional strategies guide should provide sufficient information for educators to design effective instructional sequences. Second, each instructional strategies guide provides suggestions for instructional strategies that can be used to promote mastery of TEAMS objectives.

The specific setting in which a given district chooses to provide instruction in the TEAMS objectives will influence the way in which the materials in this guide can be employed. The format of the guide permits flexible use.

## General Nature of the Test Items

The TEAMS Grade 3 reading objectives are measured by multiple-choice items that consist of a stimulus followed by four answer choices, one of which is correct. The stimulus, depending on the objective, is a question, a senterce, or a display or reading selection followed by a question. Reading selections are similar to those that students encounter in school, at home, or in their community. The selections include narratives, fiction, and passages from the content areas. Each selection is used as a stimulus for one item testing that objective and ranges from 35 to 60 words in length. All selections are written at approximately a third grade reading level.

## SKILL AREA: MAIN IDEA

**Objective 1: Identify the main idea.**

This objective requires students to select the best statement of a reading selection's main idea.

### Sample Item

Read the story in the box. Then answer the question. Mark your answer.

> My dad likes to collect model trains. My sister has a jar full of coins from other countries. My mother has at least ten umbrellas. Many of the people I know like to collect things. Even my best friend has a collection. He collects funny-looking hats!

What is the main idea of the story?

- ○ My dad collects model trains.
- ○ Many people I know have collections.
- ○ My best friend likes to collect model trains.
- ○ I have a collection of seashells.

### Test Questions

1. A test item will present a reading selection of one paragraph that communicates its single, central idea in one of its sentences. This selection will be followed by the question "What is the main idea of the story?"

### Answer Choices

1. The correct answer choice will be a statement that is accurate, relevant, and of the most appropriate scope in relation to the other answer choices. The correct answer choice will be a direct restatement or a paraphrase of the selection's main idea sentence.

2. Incorrect answer choices will be any of the following types:

   a. Contradicted: A statement that is contradicted by information in the selection.

   b. Inappropriate in Scope: A statement that is (1) too narrow, hence, does not account for all the important information in the selection, or (2) too broad, hence, accounts for a more general viewpoint than is presented in the selection.

   c. Irrelevant: A statement that introduces information not included in the selection. The statement will contain at least one concept from the selection.

Answer Analysis for Sample Item

1. The first answer choice is inappropriate in scope because it is too narrow to be a statement of the reading selection's main idea. The selection indicates that the father collects model trains. Although this information is presented in the first sentence of the story, it is only one of many details presented in the selection. Because the rest of the story is not about the father's collection, this sentence is not the story's main idea.

2. The second answer choice is a correct statement of the main idea because it is a paraphrase of the main idea sentence (the fourth sentence) in the selection. Both the main idea sentence and this answer choice take into account all or most of the details presented in the selection.

3. The third answer choice is contradicted by the information presented in the selection. According to the last two sentences in the selection, the best friend collects funny-looking hats, not model trains.

4. The fourth answer choice is irrelevant because it introduces information not included in the selection. Although many people have seashell collections, there is no information in the selection about what, if anything, the author collects.

Instructional Emphases

The ability to identify a passage's main idea is a basic reading skill. To comprehend what they read, students must be able to recognize the central idea or message expressed in a reading selection.

At the third grade level, the TEAMS main idea objective calls for students to select either the sentence from a paragraph that is a direct restatement of the paragraph's main idea or a paraphrased version of the main idea. In the first grade, students were also tested on their ability to select a direct restatement or a paraphrase of a main idea sentence that was directly stated in the paragraph. In subsequent grade levels, students will have to determine the main idea of reading selections in which the main idea is either explicitly stated or implied.

The main idea of a paragraph summarizes all of the details, or bits of information, presented in the paragraph. For students to identify the main idea, they must be able to distinguish between sentences that express a central idea and sentences that contain supporting details. You can help your students to grasp the concept of main idea by encouraging them to ask themselves, "What is this reading selection about?" Because the main idea is expressed in a single sentence in TEAMS third grade items, it may also be helpful for students to read each sentence carefully to determine which sentence tells what all of the other sentences are about. Students should recognize that, although the main idea is sometimes stated in the first sentence of a paragraph, this is not always the case. This is illustrated in the sample item, in which an incorrect answer choice (the first one) is a paraphrase of the first sentence of the paragraph; however, the first sentence in the paragraph is a supporting detail, not a statement of the selection's main idea. In TEAMS items, as in other reading selections, the main idea sentence can appear <u>anywhere</u> in the paragraph.

To select the statement that corresponds to a paragraph's main idea, students must also be able to recognize paraphrased versions of the main idea sentence. In TEAMS items, the correct answer choice may be either a direct restatement or a paraphrase of the main idea sentence. It is important that students understand that the same content can be expressed in a number of different ways by using synonyms or by changing the word order.

Prior to implementing the following instructional activities, each of which requires students to read selections, you may want to start with some preliminary activities. For example, show students pictures and ask what the picture is about. Discuss the distinction between details in a picture (for example, "The dog is brown.") and the main idea (for example, "A dog is chasing a cat across a yard."). When students are able to make this distinction easily, move to a reading activity. Read aloud short paragraphs in which the main idea is explicitly stated in one of the paragraph's sentences. First ask students to state the topic of the

paragraph. Then ask students to identify the main idea sentence. If students can perform these activities successfully, they will be prepared to find the main idea sentence in selections they read.

In addition to the activities described below, you may wish to integrate main idea skills into routine classroom activities such as students' reading groups, announcements, and art activities. For example, after reading a bulletin, you might ask students to summarize the bulletin's content in one sentence or, in other words, state its main idea.

## Possible Instructional Activities

### Sum It Up

Display a large picture to the class. The picture should contain several details from which a main idea can be formed. Establish a context for the picture, for example, "This is a picture of Jake's garden." Then call on a student to tell you one thing about Jake's garden. Write this detail on the chalkboard, then call on additional students to provide further details about the picture. When you have accumulated a sufficient number of details to suggest the main idea of the picture, ask students a question such as, "How can we say all these things in one sentence to give the picture's main idea?" Following is an exemplary set of detail statements and a generalizing main idea statement.

Jake has eggplants in his garden.
There are cabbages in Jake's garden.
Beans or peas are growing up the fence.
I see some tomatoes or red peppers.
There is a big pumpkin.

} Jake grows many vegetables in his garden.

Continue with additional pictures until the class can readily create detail and main idea statements.

### What's It All About

Write five different paragraphs on lined paper. Each paragraph should have a single main idea sentence. Divide the class into five groups and distribute one paragraph to each group. Have enough copies so that each student can have a copy of the group's paragraph. Students work independently to select the sentence that encompasses ("tells about") all the other sentences in the paragraph. Ask a

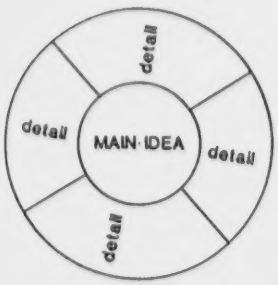
student spokesperson from each group to tell which sentence the group chose and the reasons for choosing that sentence. Do the same for each of the five paragraphs.

## Headlines

Although headlines are not usually complete sentences, they do succinctly summarize information presented in an article. Writing headlines can help students to determine the main message conveyed by a reading selection. Have students write one- or two-paragraph articles about events in the school or community. Type some or all of these articles in corrected form. Above each article should appear a line on which students can write a headline. Reproduce the articles and staple them together to form a "newspaper." (You may wish to precede them with a title page saying something such as "STUDENT NEWS.") Have a student read aloud the first article while the rest of the class follows along. Write, on the chalkboard, suggestions for a headline. Discuss the possibilities and, as a group, select the best headline for the article. Work as a class to arrive at effective headlines for several of the articles; then allow students to work independently on the remaining articles. When students have completed their work, have them suggest headlines for these articles. You may wish to collect papers or allow students to keep them following the exercise.

## Wagon Wheels

Present the following wheel diagrams to your students. Explain how details provide support for a main idea as in the paragraph about collections in the sample item.



Many people I know have collections.
My dad likes to collect model trains.
My mother has ten umbrellas.
My best friend collects funny-looking hats.
My sister has a jar full of coins.

Give each student a paragraph in which the main idea is explicitly stated and a drawing of a "wagon wheel." Tell students to read the paragraph and then fill in the wagon wheel in the following way: "Write on each spoke of the wagon wheel a detail presented in the paragraph. In the inner circle, write the paragraph's main idea sentence."

## Make a Match

This activity helps students to recognize paraphrased versions of main idea sentences. Write two columns of sentences on the board. The second column should contain paraphrases of the first column's sentences listed in a different order. Call on students one at a time to come to the board to draw a line connecting each pair of sentences that express the same idea.

## Incidentally...

As your students read stories, textbook selections, and other reading passages in class, help them to develop this important critical thinking skill by frequently asking them, "What is the main idea of this [story/article/paragraph/chapter]?"

## SKILL AREA: WORD MEANING

The skill area of word meaning includes three objectives. The first objective deals with the student's ability to recognize the correct definition of a word with which the student should be familiar. The second objective deals with the student's ability to discern the meaning of words from an analysis of roots and affixes. The third objective deals with the student's ability to discern the meaning of words from the context in which they appear.

Although TEAMS items testing each of these three objectives (sight words, structural analysis, and context clues) are grouped separately, they are identical in appearance. They all present a sentence with an underlined word whose meaning is being tested, and they are preceded by the same set of directions. ("Read the sentence in the box. Then choose the meaning of the underlined word or group of words in the sentence. Mark your answer.") Therefore, once you have provided instruction and practice in each of the individual objectives, it may prove helpful to your students if you discuss the similarities among the items and encourage students to be prepared to approach word meaning items in any of the three ways that have been learned.

### Objective 2: Recognize words by sight.

This objective requires the student to identify the correct definition of a word that should already be familiar to the student.

#### Sample Item

Read the sentence in the box. Then choose the meaning of the underlined word in the sentence. Mark your answer.

| I avoid John's brother. |
|---|

- ○ argue with
- ○ enjoy seeing
- ○ keep away from
- ○ search for

Test Questions

1. A test item will present a sentence, not longer than 12 words, containing an underlined word.

2. The underlined word will be a noun, verb, adjective, or adverb at the third grade level on the TEA Cumulative Vocabulary List.

3. The sentence containing the underlined word will provide as few context clues as possible to the meaning of the underlined word.

Answer Choices

1. The correct answer choice will be an accurate definition of the underlined word.

2. Incorrect answer choices will be words or phrases that are plausible but incorrect definitions of the underlined word.

Answer Analysis for Sample Item

1. The third answer choice, "keep away from," is correct. It is an accurate definition of "avoid."

2. The other answer choices are incorrect definitions. All three are plausible in that they fit both syntactically and semantically into the sentence. That is, it is certainly possible to argue with, enjoy seeing, or search for John's brother. These are not, however, correct definitions of "avoid."

Instructional Emphases

A large sight-word vocabulary is crucial for younger readers. Without an extensive vocabulary students would have to stop and analyze words throughout a reading selection, thereby interfering with their comprehension. A substantial sight-word vocabulary allows a reader to read smoothly and quickly, slowing down only occasionally to apply word-attack and context skills to unfamiliar words.

Before meaning can be derived from a word, the reader must be able to identify it. The goal of instruction in this area is the reader's ability to recognize a large number of words without having to analyze them. Students may have to study a new word to familiarize themselves with its meaning,

but they should be able to quickly recognize the meaning of the word after encountering it numerous times.

Students' sight-word vocabularies can be expanded by introducing students to new words in context, providing short drills in recognizing these words out of context, then exposing the students to the words used in various other contexts. Sometimes you may choose simply to tell students what unfamiliar words mean; at other times, you may require students to look up unfamiliar words in a glossary or dictionary. Students can also be taught to deduce the meaning of certain terms using word-attack techniques such as structural analysis and paying attention to context clues.

Rather than prescribe lists of new vocabulary terms, it may prove more productive to have your students discover new words as they appear in context. These words may arise in class reading assignments; in addition, students can bring in new terms that they encounter in their outside reading. Encourage students to write these unfamiliar terms as they appear in context and to look them up in a dictionary. You can reinforce this behavior by having students hand in these notes for credit. Then you can compile vocabulary lists comprised of these words and those encountered as a group in class.

When introducing new words, many teachers find it useful to have students focus on visual clues such as initial consonants and word shapes to help distinguish between words. Some words are similar in appearance to other words and, thus, can be confusing initially. It is a good idea to introduce such words separately. As soon as one word is thoroughly learned, similar words can be taught.

To help ensure that students will add new terms to their sight-word vocabularies, reinforce new terms through use. Use new terms in your teaching, and encourage or require students to use new terms in their writing. Indicate any instances when new terms are used in class reading, and examine these words in context. Care should be taken to ensure that words are practiced within meaningful contexts and not solely through isolated drill. Although short drills have some utility, a reliance on repetitive drills emphasizing only definitions may hinder rather than help students develop the ability to transfer knowledge of newly introduced words to new situations.

## Possible Instructional Activities

### My New Words

Encourage students to pay attention to new words and to engage in reading during their time outside of class by requiring students to hand in information about a few new words a week. Create a form, such as the following, that students can use to fulfill this assignment.

Name _____

I found a new word!

The word is _____.

Here is the sentence in which I found the word:

_____

_____

It was in a book called _____
_____ written by _____.

I looked the word up in the dictionary, and its definition is _____.

Here is my own sentence using this new word:

_____

_____.

You may either assign an established number of words per week or display a chart bearing students' names followed by markings (such as colored-in boxes or stick-on stars) indicating how many new words each student has found. (You might, for example, display one star for each five words.) The first student(s) to attain a certain number of words can earn a special privilege and/or a certificate to take home.

### Sharing Time

Each week, select five to 10 of the words that have been handed in by students. Have the students who found the words present them to the class. Write on the board all the words that were presented that day. Select words that are somewhat related in meaning. Next ask each student to write a story containing all of the words. Before you collect the stories, have a few of them read aloud and discuss whether the new words have been used properly.

You may wish to form booklets of students' stories to be placed at a learning center for all students to read.

Word Bingo

This activity reinforces students' knowledge of words through a form of bingo in which students must know t'e definitions of words in order to win. The initial preparation for this game may take some time, but the materials created are reusable, both for subsequent class sessions and subsequent years. Cut out cards (at least eight-by-eight inches in size) from cardboard and draw a five-by-five square bingo grid on each card. Making the cards of cardboard will help ensure that the cards will be reusable. There must be enough cards for every student to have one. As reference points, spell out B-I-N-G-O across the top of the grid, one letter to a column from left to right. On the left side of the grid, write the numbers 1-2-3-4-5, one number to a row from top to bottom. You will need to provide paper or plastic chips that can be used for covering individual grid squares.

In each square of the grid write a vocabulary word. Each grid has squares for 25 words. To ensure that students can locate words on the grid quickly, write vocabulary words on the grid in alphabetical order. Arranging words this way means you will need more than 25 words to complete these grids. Otherwise, all the grids would be identical. You will probably want to draw vocabulary for the grid from a list of 75 to 150 words. Thus, this version of bingo would be very difficult for students just beginning their study of vocabulary. Nonetheless, students need learn but five to ten new words a week, and they can be ready to play bingo in as little as two months. If you alphabetize your master list of 75 to 150 words, then you will need only to select the words (already in alphabetical order) for each card.

To play the game, call out definitions. Students are to figure out the word being defined and then search for that word on their bingo cards. If the word is on their cards, they cover with a chip the square that contains the word. A student wins by completely covering a row of five squares (either horizontally, vertically, or diagonally) with chips. When this happens the student calls out, "Bingo!" Check the card to make sure that the student has not mistakenly covered an undefined word. Continue playing until there are one or more winners.

## Objective 3: Use context to understand the meaning of words.

This objective requires students to identify a correct definition of an unfamiliar word by analyzing the context in which the word appears.

### Sample Item

Read the sentence in the box. Then choose the meaning of the underlined word in the sentence. Mark your answer.

> I was surprised when I encountered an old friend at the market.

- ○ saw for the very first time
- ○ met by chance
- ○ put on a shelf
- ○ didn't see

### Test Questions

1. A test item will present a sentence, not longer than 12 words, containing an underlined word whose meaning can be determined by analyzing the context in which the word is presented.

2. The sentence containing the underlined word will provide clear context clues for determining the meaning of the word in question. The context clues provided may be synonyms, antonyms, or situations that clarify the meaning of the underlined word.

3. The underlined word will be a word not likely to be known by third grade students. All the other words in the sentence, other than proper nouns, will be terms appearing in Grade 3 reading texts that are, therefore, familiar to students in Grade 3.

4. The underlined word may have multiple meanings.

### Answer Choices

1. The correct answer choice will be an accurate definition of the underlined word as used in the sentence.

2. Incorrect answer choices will be either of the following types:

   a. Contradicted: A definition that is opposite in meaning from the actual definition of the underlined word.

   b. Irrelevant: A plausible but incorrect definition of the underlined word.

Answer Analysis for Sample Item

1. The first answer choice is incorrect because the context of the sentence makes this definition impossible. It is not possible to see an "old friend" for the "very first time."

2. The second answer choice is correct. It is an accurate definition of "encountered" as used in the sentence. The fact that the two people met each other implied in the sentence and the fact that the first person was surprised clues the reader that the people met by chance.

3. The third answer choice is irrelevant. Although students may associate markets with someone putting products on the shelves, this action is implausible given all the information provided in the selection and, hence, is irrelevant to it.

4. The fourth answer choice is incorrect because it is not possible given the context. It is a definition nearly opposite in meaning from "encountered" and cannot be correct given the fact that the two people spoke to each other.

Instructional Emphases

Vocabulary development plays a central role in the educational process. Students are frequently exposed to unfamiliar words. An important technique for figuring out the meaning of unfamiliar words when reading is to use context clues provided in a reading selection.

Context clues are words or phrases that help the reader determine the meaning of an unfamiliar word. Common context clues include synonyms, antonyms, and phrases containing them. For example:

> That puzzled look shows that you are perplexed.

It is fairly clear from the structure of the sentence above that "puzzled" is a synonym of "perplexed." A reader unfamiliar with the word "perplexed" could use this context clue to determine its meaning.

The recognition of opposites or contrasts in a sentence often yields clues to a word's meaning. For example,

> Joe thought Mary was nice; however,
> I thought she was horrid.

For a reader unfamiliar with the word "horrid," the antonym "nice" in this sentence provides a good clue as to its meaning.

It is clear from the above examples that, for readers to be able to use synonyms and antonyms as context clues for unfamiliar words, they must be able to recognize when these types of clues are present. A synonym has no value as a context clue unless the reader recognizes it as such. Therefore, students need to pay attention to sentence structure when looking for context clues.

Linking words often suggest when synonyms or antonyms are present in a sentence. Words and phrases like "and," "or," and "such as" can indicate the presence of synonyms. For example,

> She collected katydids and other insects
> for her science project.
> (katydid = insect)
>
> James put special pills into the water
> to purify, or clean, it before drinking.
> (purify = clean)
>
> Parts of the engine, such as the pistons
> and valves, had become damaged.
> (pistons = parts of an engine)

Words like "but," "however," and "unlike" often mean that a sentence contains contrasting or opposite ideas. An example is the use of "horrid" in the sentence stated above. The example below uses "unlike" to signal the reader that the sentence contains contrasting ideas.

> The smell of the flowers was wonderful,
> quite unlike the stench of the garbage.
> (stench = opposite of a wonderful smell)

In addition to synonyms and antonyms, context clues can also be provided by words or phrases that describe a situation that, in turn, clarifies the meaning of an unfamiliar word. For example:

Betty woke up from her nightmare feeling scared.

A reader unfamiliar with the word "nightmare" could infer from the situation described in the sentence above that it means something frightening that occurs during sleep.

Synonyms, antonyms, and clarifying situations will all be used as context clues in TEAMS items for this objective. Go over the examples presented here and others with your students. Encourage students to try, in their daily reading, to grasp the meanings of new words by attending to any context clues that might be available. Also, indicate that in the TEAMS items for this objective, words that have multiple meanings may be used. In such items, more than one answer choice may be a correct definition for the underlined word. Therefore, it is imperative to pay attention to the context of the sentence to be able to select the definition that is most appropriate given the context of the sentence.

## Possible Instructional Activities

### Context Contest

In this activity, students use context clues to determine a word that has been omitted from a sentence. To prepare for this activity, write several sentences from which one word has been omitted. The omitted words should be words that are familiar to students. Students should be able to determine the missing word solely from context. By doing so, they will learn the power of contextual analysis and reinforce their contextual analysis skills. For example:

John looked into the ___ to see if he liked his new haircut.

The missing word is "mirror." There are two context clues in the sentence that help the reader figure out the missing word: (1) John looked into it, and (2) it allowed him to see his hair. Given these clues, the best choice to fill in the blank is "mirror."

Go over several such examples with your students before implementing the following game activity:

Create word cards displaying words and their definitions that can be placed in context sentences such as those described above. Divide the class into four or five teams. (Designating each row of students as a team probably provides the most convenient arrangement for this game.) Name each team and write these names on the chalkboard.

Hand a student a word card. Have this student form a sentence in which the word has been left out. (The "blank" in the sentence can be represented by a sound such as two knocks on a desk.) The sentence should contain sufficient context clues to identify the missing word. Within a given time period (such as 10 seconds), this student should say the sentence to another student on the same team. The second student should then attempt to identify the missing word. If the second student cannot determine the word, this student is given the word card by the first student. The second student should then create an additional sentence for a third student, and so on, until the word has been identified. A point is recorded for each student who guessed, successfully or unsuccessfully, and 10 points are recorded if no team member was able to identify the word. Repeat with the other teams. The game ends when all teams have taken the same number of turns. (You may want to establish this number before the game begins.) The team with the lowest number of points wins the game.

## Which Meaning?

In this activity, students practice using context clues to determine the meanings of words that have multiple meanings. Words with multiple meanings force readers to rely on context clues to determine the intended meaning. Words with multiple meanings are eligible in TEAMS items for this objective.

First, introduce this activity by writing the word "pop" on the chalkboard and ask students what it means. You may get two or three different meanings. Then ask students to offer sentences containing the word "pop." Write each sentence on the board. Students should provide sentences that reflect a variety of definitions of pop, such as:

1. I drank a can of pop.
2. The balloon broke with a loud pop.
3. I will pop into bed quickly.
4. Do you want to pop some popcorn tonight?
5. I bought a ticket to the pop concert.
6. My pop took me to the zoo.
7. Should I pop the question tonight?
8. This ride made my eyes pop out.

Discuss with the students that many words have more than one meaning. Provide them with other examples and see if they can think of any. Ask them how a reader can know which meaning is correct in a sentence. This discussion should lead them to see the value of using context clues.

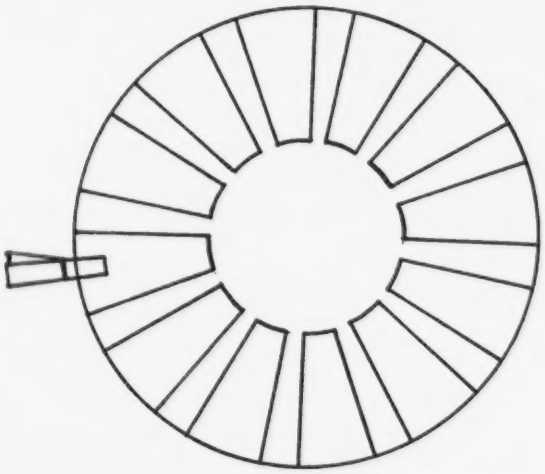
Alternatively, implement a small group activity in which groups of three or four students compete, within a prescribed time period, to generate groups of sentences using words with multiple meanings. Each sentence should provide context clues to the meaning of the multiple-meaning word. Have students from each group read the group's sentences to the rest of the class. Award points to groups based on the number of sentences they think of that contain multiple-meaning words.

## Word Wheels

This is an activity to familiarize students with the concepts of synonym and antonym. As mentioned in the Instructional Emphases section, synonyms and antonyms are often used as context clues. Thus, in determining the meaning of an unfamiliar word, students will often need to think of synonyms or antonyms for other words in the sentence. For example, students trying to determine the meaning of "hostile" in the sentence below need to think of a word that means the opposite of "friendly."

He was quite friendly, not hostile at all.

Prepare a number of "Word Wheels" as shown below. Examples of synonym and antonym pairs have been suggested. Some wheels will be used for synonyms and some for antonyms.



SYNONYMS

1. happy-glad
2. close-near
3. same-alike
4. allow-permit
5. breeze-wind
6. car-automobile
7. gather-collect
8. correct-right
9. weep-cry
10. shiver-tremble
11. far-distant
12. fast-quick

ANTONYMS

1. young-old
2. full-empty
3. cold-hot
4. long/tall-short
5. same-different
6. awake-sleep
7. happy-sad
8. give-take
9. break-fix
10. clean-dirty
11. wet-dry
12. find-lose

In the spaces shown, write different words. On clothespins, write synonyms (or antonyms) of the words in the spaces. Keep each set of clothespins with its own Word Wheel. Independently or in small groups, students can match the synonyms or antonyms by attaching clothespins to the Word Wheel.

You may wish to use these wheels at a learning center and have a pair of students work together as follows: Each student should attach clothespins to a wheel--one student works on synonyms while the other works with antonyms. Following completion of a wheel, the student is to write a sentence containing each pair of words on the wheel. One of the synonyms/antonyms is to be replaced by a blank and written at the bottom of the page. After several sentences are written, the two students should exchange papers (after you have reviewed them, if you wish) and complete each other's sentences.

**Objective 4: Use word structure to identify words.**

This objective requires students to analyze a word composed of a root word and an affix to determine its meaning.

Sample Item

Read the sentence in the box. Then choose the meaning of the underlined word in the sentence. Mark your answer.

| This towel is the dampest. |
|---|

- ○ the most wet of all
- ○ without water
- ○ wet
- ○ the most dry of all

Test Questions

1. A test item will present a sentence containing an underlined word.

2. The underlined word will be a root word with a prefix or suffix. The root word will be at the third grade level on the TEA Cumulative Vocabulary List. Its spelling will not be altered by the addition of the affix. The affix used will be from the following list of prefixes and suffixes.

List of Eligible Affixes

| Prefixes | Meaning |
|---|---|
| a- | - on, to, toward, in, into |
| be- | - on, around, over<br>- cause to be; treat as |
| dis- | - reversal or undoing of an act<br>- stop; refuse to |
| en- | - put on or into; surround, close in<br>- make<br>- add strength to a meaning |
| pre- | - before in time, rank, position<br>- ahead of; when necessary |

| | |
|---|---|
| re- | - again<br>- back |
| un- | - not, opposite of<br>- change the action to the opposite of |

Suffixes

| | |
|---|---|
| -ar, -er, -or | - a person or thing that does; a person or thing that is related to |
| -ed | - before, in the past (forms past tense of regular verb) |
| -er | - more (forms comparative of regular adjective) |
| -est | - most (forms superlative of regular adjective) |
| -ful | - full of<br>- tending to or likely to |
| -ing | - continuing (forms progressive of regular verb) |
| -less | - free from; without<br>- unable to do or be |
| -ly | - like; similar |
| -ment | - result of; act of<br>- means of; thing used for<br>- condition; state of being |
| -ness | - quality or state of being |
| -s, -es | - more than one (forms plural of regular verb) |
| -y | - full of; characterized by<br>- having the characteristics of; like |

Answer Choices

1. The correct answer choice will be an accurate definition of the underlined word.

2. Incorrect answer choices will be any of the following types:

   a. Incorrect Root: A definition that incorrectly defines the root word of the underlined word.

   b. Incorrect Affix: A definition that uses the meaning of an eligible affix other than the one used in the underlined word.

c. Incomplete: A definition that defines the root word of the underlined word without taking into account the meaning of the affix.

d. Irrelevant: A definition of the underlined word that is plausible but incorrect.

Answer Analysis for Sample Item

1. The first answer choice is correct. It combines the correct meaning of the root word "damp" (wet) with the correct meaning of the suffix "-est" (most).

2. The second answer choice is incorrect because it is based on an affix other than "-est." This answer choice results from combining a word associated with the root word "damp" (water) with the suffix "-less" (free from; without).

3. The third answer choice is incomplete because it does not take into account the meaning of the suffix. It is simply a definition of the root word "damp."

4. The fourth answer choice is incorrect because it uses an incorrect definition of the root word "damp" (dry).

Instructional Emphases

Students need to possess a variety of techniques to determine the meaning of an unknown word. A good sight-word vocabulary is not sufficient because students often encounter unfamiliar words. Phonics can help students decode these new words, and contextual and structural analyses can help them determine meaning.

The structural analysis skill covered by this objective involves combining the meaning of a root word with the meaning of its affix. The two key requirements are (1) the ability to dissect a word into its component parts, in this case, a root word and an affix, and (2) the knowledge of the meanings of the eligible affixes.

Students can learn the meanings of the eligible affixes in the same way that sight-word vocabularies are developed. The two skills are similar because students must be able to recognize and understand an affix upon seeing it. The meanings of the affixes, like those of sight words, are best taught in context, that is, using words with affixes in sentences. That way, students can see how the addition of an affix changes the meaning of the root word, and how the

two pieces (the root and the affix) fit together. Note that all eligible root words in TEAMS items for this objective are taken from the third grade level on the TEA Cumulative Vocabulary List. Thus, most of them will be familiar to students. Also, the addition of the affix will not affect the spelling of the root word. These two factors make it easier for students to dissect the tested word into its root word and the affix.

Your students may have already had some instruction in this skill. On the Grade 1 TEAMS examination, students are tested on their ability to determine the root word of a word with the inflectional ending "s," "es," "ing," or "ed."

## Possible Instructional Activities

### Taking Root

This activity requires a student to break down a word into its root and affix. Make a list of 20 words composed of a root word and an affix. The affixes used in these words should be from the list above. The root words should be at the third grade level on the TEA Cumulative Vocabulary List.

Distribute the list of words and ask students to draw a line separating each root word from its affix. Then, instruct students to make five new words by combining an affix from one word with the root from another word. When students have finished, discuss each word on the list, both how it should be divided and what its meaning is. Have students offer examples of new words that they have created.

### Redefine

This activity guides students toward understanding how an affix can change the meaning of a root word. Make a list of 10 root words and their definitions. Below each definition, write an affix that could be attached to the root word. Distribute copies of this list to each student. Instruct students to read the words and definitions and then to make a new word by combining each root word with the affix provided below it. Then tell students to write their own definition for the new word and a sentence containing the word. Discuss how the meaning of the root word is changed with the addition of the affix.

## Affix Changes

Provide copies of passages in which words familiar to third grade students appear with eligible affixes attached. Each passage should contain at least one word that appears more than once. The word should be underlined and have a different affix each time it appears. For example:

> Mark knew that he had disappointed his mother as soon as he walked through the door. Her disappointment could be seen in her eyes. "I'm always disappointing her with the things I do," Mark said to himself. He wished he could undo his shameful deed, but it was too late. He felt hopeless. Then he decided to say he was sorry. Mark promised to be better.

Discuss with students the change in meaning of the root word "disappoint" with each new affix. In addition, have students identify other terms in the passage that contain affixes ("walked," "eyes," "things," "wished," "undo," "shameful," "hopeless," "decided," "promised"). Have students express the meanings conveyed by these words and their affixes. Ask for other affixes that could be attached to the root words to make new words ("hopeful," "promises") and how the new affix changes the meaning of the word.

## Fill in an Affix

In this activity students supply the proper affix to give a word the appropriate contextual meaning in a sentence. Prepare 10 sentences, each containing, in parentheses, an underlined root word that does not make sense in the sentence by itself but can make sense with the addition of an affix. Try to prepare sentences that will require using as many different affixes as possible. At the bottom of the same page, provide a list of prefixes and/or suffixes that could be added to the root words to make them fit contextually into the sentences. Distribute this sheet to students and instruct them to select the appropriate affix needed to make a sensible word out of the root word in parentheses. When students have finished, discuss their answers.

## Structural Password

Prepare a set of cards, each of which shows a word composed of a root word and an eligible affix. Divide the class into four or five teams. Hand a card to a student on Team A (or 1). This student is to provide a two-dimensional clue--that is, a clue indicating both the meaning of the affix and the

meaning of the root word--to the remaining team members. These team members should then discuss possibilities for the word and, within 60 seconds, give their best guess of the word. The following words are examples of those that may appear on the cards, along with possible clues:

unhappy (possible clue: not glad)
farmer (possible clue: a person who grows crops)
biggest (possible clue: the most large)
seas (possible clue: more than one ocean)
rewrite (possible clue: say something on paper again)

Allow each team a turn, scoring a point when a team guesses a word correctly. Play until each student has had an opportunity to provide a clue, if possible. The team with the most points wins.

## SKILL AREA: WORD DECODING

**Objective 5: Recognize words through phonic analysis.**

This objective requires students to identify a real word that is the phonetic equivalent of a given nonsense word.

### Sample Item

Choose the word that sounds the same as the make-believe word in the box. Mark your answer.

| kraydl |
|---|

- ○ crocodile
- ○ crawl
- ○ knelt
- ○ cradle

### Test Questions

1. A test item will present a nonsense word.
2. The nonsense word will be a one- or two-syllable word. It will represent a phonetic spelling of a word at the third grade level on the TEA Cumulative Vocabulary List.

### Answer Choices

1. The correct answer choice will be a word that is the phonetic equivalent of the nonsense word.
2. Incorrect answer choices will be words that are not phonetically equivalent to the nonsense word. They will usually have the same beginning sound as the nonsense word. Alternate ways of spelling the initial sound may be used.

## Answer Analysis for Sample Item

1. The first three answer choices are all incorrect. The sounds represented in these words do not correspond to those comprising the two-syllable nonsense word "kraydl."

2. The fourth answer choice is correct. "Cradle" is the phonetic equivalent of the nonsense word "kraydl."

## Instructional Emphases

This third grade TEAMS objective requires the student to perceive a phonetic equivalency between a nonsense word and a real word. This skill involves an understanding of sound-spelling correspondences and a knowledge of common sight words. First, the student must phonetically decode, or "sound out," a nonsense word. This is the process that takes place when a reader first encounters an unfamiliar word and tries to make sense of it. When the student has decided upon a pronunciation for the nonsense word, the student must then select the sight word that corresponds to this pronunciation. Thus, competence in phonics and familiarity with eligible words (that is, words appearing on the TEA Cumulative Vocabulary List for Grade 3) are essential components of this objective.

When approaching a nonsense word in a phonic analysis item, your students need to sound the word out slowly and carefully according to the sound-spelling correspondences they know. Students need to make sure that they find a sound-for-sound match between the nonsense word and a real word. Additionally, students should determine how many syllables the nonsense word contains. Then, when searching for a real-word equivalent, they should match the number of syllables.

## Possible Instructional Activities

### Sounds and Spellings

Write a phonetic spelling of a familiar real word on the board. Ask students to raise their hands if they can say and spell the real word. Provide such practice until your students gain proficiency at reading the phonetically spelled words.

Next provide each student with a dictionary. On the chalkboard write a phonetic spelling of a word that is probably

unfamiliar to your students (for example, "fillahsofee" or "kwotayshun"). Ask students to use what they know about sounds to find the real spelling of the word in the dictionary, and to raise their hands when they think they have found it. When you call on a student, have that student provide the spelling and meaning of the word and explain how the word was located in the dictionary. Repeat until most students can find the words with ease.

## The Sound's The Same

Use homonyms to teach students that the same sounds can be spelled in different ways. Give each student a card on which is written a pair of common, one-syllable homonyms. The student is to compose a short sentence containing both of the homonyms, which are to be underlined (for example, "I'll meet you in the meat section," "Here are a pair of pears."). You may wish to concentrate on one or two sounds at a time. For example, if you are working on the sound of long a, select several pairs of homonyms containing that sound from the list below. You may then wish to display sentences and refer to them during phonics instruction. Have students read their sentences aloud. Discuss the various ways in which sounds are represented.

### HOMONYM LIST

| ā | ē | ī |
|---|---|---|
| way, weigh | beet, beat | hi, high |
| wait, weight | meet, meat | side, sighed |
| mane, main | steel, steal | write, right* |
| tale, tail | seen, scene* | I, eye |
| sale, sail | sees, seize | |
| pane, pain | see, sea | ō |
| rain, rein | | |
| brake, break | | no, know* |
| | | so, sew |

* These words also include consonant sounds that are spelled differently.

## Miscellaneous Sounds

herd, heard
one, won
hole, whole
not, knot
night, knight
new, knew
weather, whether
paws, pause

to, too, two
sell, cell
sent, cent, scent
rap, wrap
billed, build
threw, through
our, hour

mind, mined
past, passed
mist, missed
in, inn
son, sun
wood, would
blue, blew

## Nonsense Match

Prepare a worksheet that requires students to match nonsense words to real word phonic equivalents. Group together five nonsense words that correspond to real words beginning with the same letter, as in the following sample worksheet. Students are to draw a line connecting each nonsense word with the real word that sounds the same.

| | |
|---|---|
| laff<br>layzee<br>leef<br>lahdj<br>likwid<br><br>lazy<br>leaf<br>lodge<br>liquid<br>laugh | fotograf<br>passcher<br>pireeyud<br>pitee<br>preshus<br><br>period<br>pasture<br>precious<br>photograph<br>pity |
| masheen<br>madjikl<br>mennee<br>mikschur<br>mungkee<br><br>monkey<br>machine<br>many<br>magical<br>mixture | sumbuddy<br>sfeer<br>spunj<br>skweekee<br>stayshun<br><br>squeaky<br>station<br>sphere<br>somebody<br>sponge |
| ringkl<br>hooz<br>wizdum<br>wayvee<br>wayt<br><br>whose<br>wavy<br>weight<br>wrinkle<br>wisdom | haff<br>hite<br>hyoomun<br>ahnur<br>hyoodj<br><br>half<br>human<br>honor<br>height<br>huge |

Rhyme Time

You can further reinforce various sound-spelling correspondences by showing students that rhyming words do not have to end with the same spelling. For example, the spellings of "tale" and "sail" are different, but the words rhyme nonetheless. Read to your students two or three short rhyming poems such as:

I told my friend that I would wait
At the end of the path, by the wooden gate.
I sat on the grass and sang a song,
And after a while my friend came along.

Ask students to identify the rhyming words in each poem. Write these pairs of words on the board and explain that sometimes rhyming words end with the same letters ("song," "along"), and sometimes they do not ("wait," "gate").

An effective way for students to tune into the sound of words is to write rhyming poetry. As a warm-up activity, you can have students orally provide the last word in rhyming couplets such as:

I saw a bear
Eating a _____.

The ball started to roll,
And soon it fell into a _____.

Because it was cold by the river,
I found myself starting to _____.

When your students are proficient at rhyming, ask each student to write a poem that is at least four lines long. Have students underline the rhyming words. Collect these drafts and make corrections, then return them to students. You may wish to display some of the poems or have students read their poems aloud.

## SKILL AREA: DETAIL

The skill area of detail includes two objectives. The first objective calls for the student to identify a specific detail presented in a reading selection. The second objective requires students to identify an event or a step based on its sequential order as presented in a reading selection.

### Objective 6: Identify specific details.

This objective requires students to identify the specific detail that answers a question about a reading selection.

#### Sample Item

Read the story in the box. Then answer the question. Mark your answer.

> The children in Room 7 had a party. Sylvia brought some punch and paper cups. Dennis brought cookies that he made. Sandy brought pastries that she bought at a bakery. Other children brought fruit, paper plates, and paper towels. All the children in Room 7 had a great time at their party.

Who brought cookies to the party?

- ⬭ Dennis
- ⬭ the teacher
- ⬭ Sandy
- ⬭ Sylvia

#### Test Questions

1. A test item will present a reading selection followed by a question that asks about a detail in the selection.
2. The question will ask "who," "what," "when," "how many," or "how much."

Answer Choices

1. The correct answer choice will be the detail from the selection that accurately answers the question.

2. Incorrect answer choices will be either of the following types:

   a. Incorrect Detail: A detail that is contained in the reading selection but does not answer the question.

   b. Irrelevant Detail: A detail that is not contained in the reading selection but appears to answer the question.

Answer Analysis for Sample Item

1. The first answer choice is the correct detail because, according to the third sentence of the reading selection, "Dennis brought cookies that he made."

2. The second answer choice is an irrelevant detail because the reading selection does not mention what the teacher brought.

3. The third answer choice is incorrect because, according to the fourth sentence of the selection, Sandy brought pastries, not cookies.

4. The fourth answer choice is incorrect because, according to the selection's second sentence, Sylvia brought punch and paper cups.

Instructional Emphases

Students need to develop an awareness of specific pieces of information that appear in a reading passage. Careful reading involves paying attention to details. This skill is important not only when students must answer questions at the end of a textbook chapter, for example, but also when a student is reading a storybook. Failure to remember a certain detail mentioned early in a story can lead to confusion in following the plot or in understanding a character's motivation for a particular action or attitude.

Careful attention to detail is also important in reading situations that arise in our daily lives. When reading materials such as game instructions, recipes, directions for operating or making something, or emergency instructions, a lack of attention to specific details can result in undesirable consequences.

Furthermore, attention to details in a reading selection underlies other comprehension skills. The ability to draw inferences from a reading selection and to determine a passage's main idea requires understanding and remembering specific details. Inferences and main ideas are built from details. Emphasize to your students the importance of paying attention to significant details presented in any material they are reading.

Tell students that when they are working on TEAMS items they should read the question carefully after reading the selection. Remind students that they need not rely on memory to answer the question. Advise them to reread the question and reread or skim the selection as many times as necessary to be certain that they have found the right answer.

## Possible Instructional Activities

### Q Words

This activity will help students identify the kind of detail they are looking for when asked a detail question. It can be implemented using classroom reading materials or reading selections that you prepare.

Provide students with a short reading selection. On the chalkboard, create six columns. Label each column with one of the following: who, what, when, where, how many, and how much. After students read the selection once, ask them to find any details in the selection that would answer a question beginning with "who." Record student responses on the chalkboard in the appropriate column. Then, do the same for the words heading the other columns.

When finished, discuss the details that students have provided and arrive at some conclusions about the types of details that answer each kind of detail question. For example, "who" questions usually ask for people's names, pets' names, people identified by their activity (for example, "the baker"), etc. Answers to "when" questions include specific times, days, months, parts of a day (for example, "in the morning"), etc. This activity will help students focus on the appropriate type of detail when searching for the answer to a detail question.

### Question Quest

Prepare five to ten sentences, each of which contains a number of specific details. For each sentence, prepare as

many detail questions (using eligible question words such as who, what, and where), given the information provided in the sentence.

Trent helped his father yesterday by cutting the grass in the backyard.

What did Trent do in the backyard?

Who did he help?

Where was he?

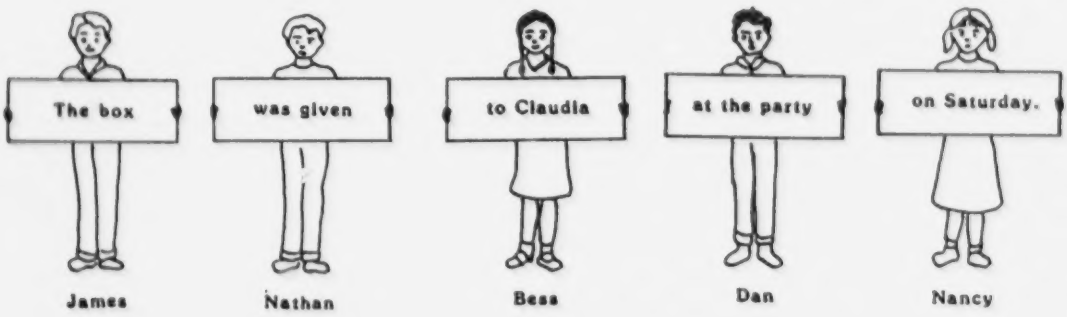
When did it happen?

Write the first sentence on the board. Make sure students can read and comprehend it. Then ask the detail questions that you have prepared. For each question, locate with students the word or words that provide the answer. Repeat this process with the other sentences. You can also write the sentences on a sheet of paper and distribute copies to students.

As students become better able to answer your detail questions, you can make this activity more challenging. One way is to have students make up the questions. Another way is to move from single sentences to passages two or three sentences long.

Name That Student

Prepare five to ten sentences, each of which contains a number of details. Divide each sentence into parts that contain a detail. Write each sentence part on a separate sheet of paper. Select students to come to the front of the class and hold up the sentence parts so the rest of the class can read the sentence. For example,



Ask questions requiring students to name the student who "holds" a specific detail. For example, ask "Who holds the part of the sentence that tells where Claudia was given the box?"

## Objective 7: Identify the sequence of events.

This objective requires students to identify, based on a reading selection, an event or a step that happens first, last, or just before or after a specified event or step.

### Sample Item

Read the story in the box. Then answer the question. Mark your answer.

> When the cat saw the puppy, the cat stopped moving. The cat crouched down, staring at the puppy. Then the puppy saw the cat. Next, the curious puppy slowly walked toward the cat. When the puppy got close, the cat hissed at it. This startled the puppy. The puppy then ran away with its tail between its legs.

What happened just before the puppy saw the cat?

- ○ The cat caught a bird.
- ○ The cat hissed at the puppy.
- ○ The cat crouched down.
- ○ The cat saw the puppy.

### Test Questions

1. A test item will present a reading selection followed by a question that asks for an event or step from the selection that occurs first, last, or just before or after a specified event or step.
2. Words such as "before," "after," "first," "next," etc. will be used in the selection to make the sequence of events explicit.

### Answer Choices

1. The correct answer choice will be the event or step from the reading selection that correctly answers the question.

2. Incorrect answer choices will be either of the following types:

   a. Incorrect event: An event or step from the reading selection that does not answer the question. For example, the answer choice may consist of the second event in a sequence, whereas the question asks for the first event.

   b. Irrelevant event: An event or step that is not contained in the reading selection but appears to answer the question.

Answer Analysis for Sample Item

1. The first answer choice is irrelevant because the selection does not mention anything about a cat catching a bird.

2. The second answer choice is incorrect because the cat hissed after the puppy saw the cat.

3. The third answer choice is correct. The second sentence states that the cat crouched down. The next sentence states that the puppy then saw the cat.

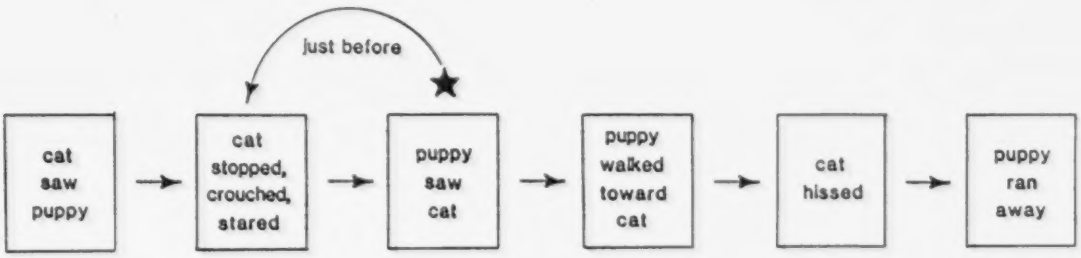
4. The fourth answer choice is incorrect. Although the cat saw the puppy before the puppy saw the cat, this did not occur just before that event. Between the time the cat saw the puppy and the puppy saw the cat, the cat crouched down.

Instructional Emphases

Attending to the sequence of events or steps in a reading selection is an important skill. It is of great value when reading (or writing or telling) a story or a set of directions, such as a recipe or directions for assembling something. A story loses its meaning if its events are conveyed in the wrong order. If a recipe or assembly instructions were not followed in order, successful results would be highly unlikely.

The skill of determining sequence involves the recognition of basic facts and the ability to organize them into a logical order based on time. The sequential relationships in the reading selections for the TEAMS items will be established explicitly. That is, sequential relationships will be identified by specific cue words such as "first," "second," "next," "then," "finally," and "last." Encourage your students to pay careful attention to these cue words when reading a selection.

Some students may find it helpful to list, in sequence, the events or steps presented in the reading selection, and then use the list to answer the question. For example, the events described in the sample item might be represented as follows:




To answer the sample test question ("What happened just before the puppy saw the cat?"), students should first identify the event described in the question ("the puppy saw the cat") and mark it in some way, such as with a check mark or star, as above. To find the event that happened just before this starred event, the student needs only to locate the event immediately to the left.

As with the other objective in this skill area, encourage students to read both the selection and the question carefully and then go back to the selection to be sure of the correct answer.

## Possible Instructional Activities

### Cue Word Search

This activity helps students recognize cue words that make explicit the sequence of events in a reading selection. First, ask your students for words that tell when events happen in relation to other events. They may be able to offer cue words such as "first," "last," "before," and "after." Help them think of other cue words, such as "then," "finally," "at last," "second," "third," "next," etc.

Next, provide students with a short reading selection in which cue words are used to describe a series of events. Then tell students to read the selection and either circle (if using a worksheet) or write (if working in a book) all the cue words they find. Discuss the cue words they have found, then ask sequence questions about the selection. Emphasize that the cue words are valuable in determining the

correct sequence of events. (This activity can also be done anytime students come across such a selection in their classroom reading materials.)

Step Movers

Find comic strips, and/or create several series of pictures, representing clear sequences of events. Cut into individual pictures or frames and attach each one to a cardboard backing. Place these at a learning center, if possible, rather than creating a pictorial sequence for each student in your class. Ask students who work at the center to select three sets of "cards" and, for each set: (1) place the pictures in the correct sequence; and (2) write a paragraph describing the sequence, using indicators such as "first," "then," "next," and "last" or "finally."

Sequence Scramble

Prepare five short reading selections that each describe at least four events. Cue words such as "first," "after," and "then" should be used. Below each selection, briefly note the events described in the selection. These brief descriptions should be out of sequential order. Students are to read the selection, then number the brief descriptions of events below according to their sequential order in the selection.

When students finish, discuss their work and ask them questions about the sequence of events in each selection.

Box It

Prepare brief reading selections, each of which describes three to five events or steps using the cue words described earlier. Below each selection, draw boxes and arrows similar to those appearing in the Instructional Emphases section. Make the same number of boxes as there are events or steps in the reading selection. Distribute the selections and boxes to students. Ask them to read each selection and, in the boxes, briefly list the events or steps in order. When students have completed this, discuss their responses. Call on students to pose questions to the rest of the class about what happened first, last, etc., in each reading selection.

Step by Step

Demonstrate the steps involved in a simple science experiment or everyday task, such as slipping an egg into a bottle,

blowing up a raisin with vinegar and baking soda, erasing the chalkboard, or wrapping a gift. Tell students to watch very carefully because afterwards you will ask them questions about what you did. These questions should pertain to sequential steps and contain terms such as "first," "just before," "just after," and "last."

You may also wish to have your students write the steps involved in completing a common task. Suggested tasks may include:

- folding origami
- tying a shoelace
- sharpening a pencil
- setting the table
- making a telephone call
- drawing a stick-figure person
- making a sandwich
- brushing one's teeth
- washing the dishes
- feeding a pet

It may be interesting to have a student follow another student's directions, step by step, for tasks that can be done in the classroom.

## SKILL AREA: INFERENCE

**Objective 8: Predict probable future outcomes.**

This objective requires students to predict a probable future event by drawing a logical conclusion based on information contained in a reading selection.

### Sample Item

Read the story in the box. Then answer the question. Mark your answer.

> David and Emilio are best friends. The first thing David does on Saturday mornings is call Emilio. Then they play baseball, ride bicycles, or go swimming together. It was Saturday morning. The alarm went off and woke up David. He looked out the window and saw it was a sunny day.

What do you think happened next?

- ⬭ David watched television.
- ⬭ David called Emilio.
- ⬭ David looked for his umbrella.
- ⬭ David slept through the alarm.

### Test Questions

1. A test item will present a reading selection followed by the question, "What do you think happened [happens] next?"

### Answer Choices

1. The correct answer choice will be an event that, given the information provided in the selection, is highly likely to occur.

2. Incorrect answer choices will be either of the following types:

   a. Contradicted: An event that is not likely to occur, given the evidence in the selection.

   b. Irrelevant: An event whose occurrence is not supported by evidence in the selection. This event usually entails information not included in the reading selection. Although irrelevant, this type of answer choice includes at least one concept that is contained in the reading selection.

Answer Analysis for Sample item

1. The first answer choice is an irrelevant prediction because there is no evidence in the reading selection to support the statement that David watched television.

2. The second answer choice is correct. The second sentence states that "The first thing David does on Saturday mornings is call Emilio." According to the fourth sentence, it was Saturday morning, and the fifth sentence states that "David woke up." Therefore, because it was Saturday and David had just awakened, the next thing he did was call Emilio.

3. The third answer choice is a contradicted prediction. According to the last sentence in the selection, it was a sunny day. This information makes it unlikely that David looked for his umbrella.

4. The fourth answer choice is also a contradicted prediction. It is contradicted by the fifth sentence, which states that "The alarm went off and woke up David."

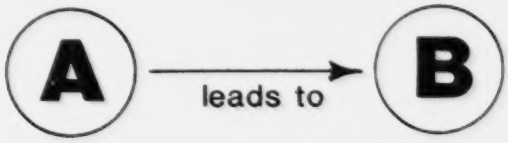
Instructional Emphases

The ability to make logical inferences based on available information is an important skill area tested throughout the TEAMS program. This objective tests students' inferential capabilities, an important aspect of critical thinking.

In reading, the prediction of an outcome is often the result of a logical conclusion derived from information presented in a reading selection. A common form used in making such a prediction is the following:

If A happens, then B will happen.
A happened.

Prediction: B will happen.

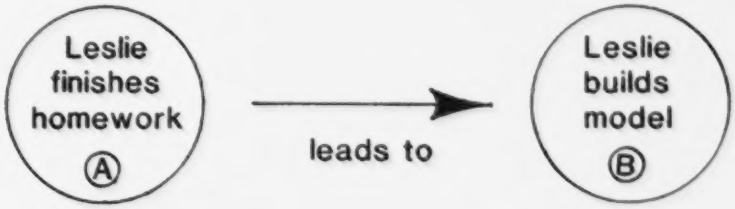



This model is used in the sample item shown above. In that item the second sentence suggests that if it is Saturday morning (if A...), then David will call Emilio before doing anything else (... then B). The fourth sentence states that it is Saturday morning (A happened). Therefore, David will call Emilio (B).

Many times, the information presented in a reading selection is not structured as directly as in the model shown above. In such cases, the reader needs to reorganize or paraphrase the information to predict the most likely outcome. For example:

> When school was over, Leslie ran home. She was going to begin building a model airplane that night after doing her homework. She worked on arithmetic first and then did her spelling worksheet. Finally she finished her homework.

The information presented in this selection is not presented in the form of the model. It can, however, fit the form, as shown below.




If her homework is finished, Leslie will build a model.
(If A happens, then B will happen.)

Leslie finished her homework. (A happened.)

Prediction: Leslie will build a model. (B will happen.)

The model described above will be useful in answering TEAMS items for this objective. Therefore, you should be sure your students understand it and can apply it to reading selections. Sometimes, however, the information in a reading selection cannot be made to fit the model. For example:

> Earl was very hungry. He had eaten a small breakfast and no lunch. He couldn't wait for dinner. He went into the kitchen and saw a fine-looking apple. He picked up the apple and opened his mouth wide, thinking how good the apple would taste.

The most probable next event given the information in this selection is that Earl will take a bite of the apple. Although the information does not fit the model described above, there is considerable support for the prediction that Earl will eat the apple.

When the information presented in a selection does not fit the model, encourage your students to attend to the details and use their best judgments about what is most likely to happen next. Remind students that the incorrect answer choices in the TEAMS items for this objective will either have no evidence in the selection to support them or will be unlikely given the information in the selection. Only the correct answer choice will be supported by information in the reading selection.

## Possible Instructional Activities

### Explaining Predictions

This activity introduces the method of logical analysis that students need in order to solve the TEAMS items for this objective. Preparation consists of thinking of 5 to 10 examples that use the following form.

> If A happens, then B will happen.
> A happens.

For example:

> Every morning right after John eats breakfast, he brushes his teeth. John got up this morning. He just finished eating his breakfast.

Write one of these examples on the board. Ask your students to predict what will happen next and write some of

their predictions on the board. Then, write on the board the model above and ask students how well the example fits the model. In other words, you might ask: What is A? What is B? Did A happen? Help them to understand that if A happens then B is likely to happen next.

Go over the remaining examples. With all examples, have students identify events A and B and discuss why event B is the most likely thing to happen next.

## What Next?

In this activity, students predict outcomes in a manner that closely parallels TEAMS items and are introduced to the types of incorrect answer choices encountered in these items. To prepare, write 10 short reading selections that fit the following model.

> If A happens, then B will happen.
> A happens.

Hand out these examples to students and tell them to write a prediction about what will happen next. When students have completed this task, go over their predictions. Play "devil's advocate" by suggesting both irrelevant and contradicted predictions (as defined in the Answer Choices section above). Help students to develop an awareness of incorrect answer choices that describe predictions for which the reading selection contains either no support or evidence to the contrary.

## The Other Kind

As was pointed out in the Instructional Emphases section, students may encounter prediction items that do not fit the model used in the preceding activities. This activity provides students with practice solving such prediction items. Write six short reading selections that provide a number of details leading up to a likely event. For example:

> After her morning dance lesson Alyce had a piano lesson. After lunch, she went to a special soccer team practice. Then after supper Jane took Alyce skating with her. Afterwards, Alyce was completely exhausted. At bedtime, she crawled into her comfortable bed and closed her eyes.

You may wish to write answer choices for these selections. Answer choice predictions for the example above might be:

A. Alyce called Jane.

B. Alyce fell asleep.

C. Alyce went shopping.

D. Alyce ate dinner.

In this example, answer choice B is correct, answer choices A and C are irrelevant, and answer choice D is contradicted. Answer choice B is clearly the best answer given the details in the selection.

Write the selections on a worksheet and distribute the worksheet to students. Use the first of the six selections to explain to students how this type of prediction item works. Then have students solve the remaining examples by selecting the correct answer choice. (As an alternative to providing answer choices, you can just present selections for which students are to write predictions.) When students have finished, discuss their responses with them.

No End

Like the previous activity, this one concentrates on prediction items that do not fit the model described. Explain to students that they may think of a prediction item as a simple story from which the ending has been left out. This story, however, does not have a surprise ending. In fact, the ending is strongly hinted at within the story. It would be helpful to demonstrate the exercise with a sample paragraph. The paragraph should lead up to an action (as the example in the previous activity). This action should be strongly implied, although not stated. The example you use should be simple enough so that students will not have difficulty predicting what will happen next.

Then, tell students to write two paragraphs similar to your example. The paragraphs should be no more than five sentences long. Students make two versions of each paragraph. The first version should end with an event or action to which the details in the paragraph lead. The second version should omit this event or action. (If you wish, you may prepare several first paragraphs and provide them for students, who then write the second, incomplete version.) The following day, or after an allotted period of class time, have students exchange their incomplete versions and try to complete the unfinished paragraphs they receive. Collect and look over student work.

You may want to go over some examples of student work with the class. Show several good examples of paragraphs that clearly lead up to an event or action. Also point out instances where a predicted action could plausibly differ from action intended by the person who wrote the paragraph. Remind students that TEAMS prediction items will have only one likely outcome.

Mysterious Endings

Create or locate brief, simple mystery stories in the form of skits. Divide students into small groups and provide a skit for each group to present. At some point in each skit, the audience is posed with a prediction question such as "What do you think will happen next?" Following a discussion of possibilities, the group completes the skit, providing the most likely ending for the story.

## SKILL AREA: REFERENCE USAGE

**Objective 9: Use a table of contents to locate information.**

This objective requires students to use a table of contents to find information that answers a question presented in a test item.

### Sample Item

Look at the table of contents in the box. Then answer the question below the box. Mark your answer.


CHAPTER 1 - CAT STORIES . . . . . 3

The Lost Kitty . . . . . 4
by Myra Ames
Cool Cat Clancy . . . . . 9
by Pedro Solis
Cat in the Corner . . . . . 15
by Gladys Parker

CHAPTER 2 - DOG STORIES . . . . . 20

King to the Rescue . . . . . 21
by Bill Makay
The Painted Puppy . . . . . 28
by Alma Sanchez
It's a Dog Life . . . . . 39
by Bob Easley
The Big Surprise . . . . . 40
Lots of Laughs . . . . . 49


Who wrote the story "King to the Rescue"?

- ○ Bill Makay
- ○ Gladys Parker
- ○ Alma Sanchez
- ○ Myra Ames

### Test Questions

1. A test item will present a table of contents that contains the following information:

-- major topics
-- titles of chapters
-- authors of stories
-- subtitles within stories
-- page numbers

2. The table of contents will be followed by one or more questions asking the student to locate specific information in the table of contents. Each question will ask for one of the following types of information:

   -- the author of a story or chapter
   -- the beginning page of a story or chapter
   -- a major topic

Answer Choices

1. The correct answer choice will be information derived from the table of contents that accurately answers the test question.

2. Incorrect answer choices will be any of the following types:

   a. Adjacent Information: Information from the table of contents that is next to the requested information.

   b. Similar Information: Information from the table of contents that is similar in meaning or appearance to the requested information.

   c. Incorrect Information: Information from the table of contents that does not answer the question.

Answer Analysis for Sample Item

1. The first answer choice is correct. The table of contents lists Bill Makay as the author of "King to the Rescue."

2. The second answer choice is incorrect. Although it is a piece of information similar to that requested (that is, the name of an author), it is an inaccurate response to the question.

3. The third answer choice is incorrect because it is information that is located adjacent to the correct answer. Alma Sanchez is the author listed just below Bill Makay.

4. The fourth answer choice is also incorrect. It is similar, but inaccurate, information.

Instructional Emphases

The purpose of this objective is to test the student's ability to use a table of contents. Students in the third grade may not have had much exposure to this valuable tool. Some students may need a complete explanation of what a table of contents is and how it is used. Because tables of contents come in a wide variety of forms, it will help students if you have several different examples available. Familiarize students with different tables of contents from some of the books used in your classroom. Try to integrate the use of a table of contents into daily classroom activities. For example, instead of saying "Turn to page 46," say, "Turn to the story by Jessica Brenton." In this way, the student's ability to use a table of contents will be reinforced in the context of routine classroom activities.

When formally introducing students to the purpose and use of a table of contents, begin with a textbook with which students are already somewhat familiar. By asking questions about what the table of contents tells the reader about a particular story or chapter, you may find that students are already intuitively aware of the kinds of information provided. Supplying answers yourself as needed, ask general and specific questions such as the following:

1. What does the table of contents tell us about the [chapter/story] "[title of chapter or story]"?

2. Are the titles listed in alphabetical order or in some other way?

3. (if applicable) Who wrote the [chapter/story] "[title]"?

4. What page would you turn to if you wanted to read "[title or chapter of story]"?

5. What is the title of the [chapter/story] that was written by [author's name]?

6. What page would you turn to if you wanted to read about [topic mentioned in a title]?

In relation to these questions, discuss side issues such as: what a title tells us about what we might read in a story or chapter; who wrote the chapters in a book if an author is not listed for each chapter; whether it is possible to tell how long a section is by looking in the table of contents; and why and how some chapters are divided into smaller sections. Following such a discussion, your students are likely to feel comfortable referring to tables of contents in subsequent activities.

Using a table of contents is just one of many reference-usage skills students will need to acquire. At higher grade levels, TEAMS items will test a student's ability to select and use other reference tools as well as a table of contents. With guidance and ample opportunities for using a table of contents, students will master this skill and be prepared to tackle skills involving reference tools tested at later grade levels.

## Possible Instructional Activities

### With and Without

To prepare for this activity, you will need a copy of a text for each student. The table of contents should be covered in half of these copies; you can cover the page(s) with a dark piece of construction paper held in place with paper clips. You may do this yourself or have students do this prior to explaining to them the purpose of the activity.

In addition to readying a text, you will need to prepare two sets of 10 questions about the text. The questions should ask for information that a table of contents normally provides (for example, titles of chapters, names of authors, and beginning page numbers, and any additional information provided by subtitles).

Distribute the first set of questions to each member of the class. Then distribute a copy of the previously prepared text to each member of the class. Half of the students in the class will be answering questions with the assistance of a table of contents; the other half must try to find answers to the questions without one. Students using the table of contents should be able to answer the questions much more quickly than the other students.

When the students using the table of contents have answered the questions, or after a prescribed length of time, have students exchange texts. The other half of the class now has access to the table of contents. Distribute the second set of questions to students. Once again, those students with the advantage of using a table of contents should be able to answer the questions more quickly.

You can use this activity as the basis of a class discussion. Discuss with students both how they answered questions with the help of the table of contents and how they tried to answer questions without the table of contents. In addition, discuss such issues as how information is organized in a table of contents and how titles differ from subtitles.

Students should learn from this activity both the value of a table of contents and how to use one.

## The Right Answer; the Right Question

The first part of this activity requires students to answer questions similar to those they will encounter in TEAMS items testing this skill. The second part of this activity reinforces what students have learned by having students compose their own questions about a sample table of contents.

Prepare a sample table of contents and as many as 10 questions that could be answered by examining the table of contents. (You will later need other tables of contents, without questions; you may wish to prepare these in advance as well.) Distribute copies of the first table of contents and its accompanying questions to each member of the class. Tell students to answer the questions. When they finish, discuss their answers.

Following this activity distribute, one per student, the other tables of contents that you prepared earlier. Instruct students to write five questions to go along with the table of contents they just received. When students have completed this assignment, collect the tables of contents and the questions. Evaluate whether the questions are appropriate. These tables of contents and their student-generated questions can be used later as practice exercises.

## Making a Table of Contents

In this activity students make their own table of contents in order to understand better its use. Although it is time-consuming, such an activity may provide lasting and, therefore, worthwhile reinforcement of how a table of contents works. You will need to have a variety of reading materials containing tables of contents available for this activity, such as school textbooks, library books, and magazines. Conceal tables of contents by attaching construction paper with paper clips.

Give each student one source or assign small groups of students to work with the same source. Tell students to develop a table of contents for the source they have. Before students begin, review the kinds of information that a table of contents should contain.

When the students finish making their tables of contents, they may then compare them to the original tables of con-

tents for their sources. After evaluating your students' work you may wish to display some of the tables of contents. These can be used to generate sample TEAMS items for practice.

Assemble and Sort

In this activity, students assemble a table of contents from pieces of information that you provide. Draw four columns on the chalkboard. Title these columns as follows: Page Numbers, Authors, Titles, Subtitles. These are all categories of information that will appear in the tables of contents in TEAMS items. In each column write information that students are to sort and assemble to make an imaginary table of contents. Students can combine any information in any order as long as they create a proper table of contents.

Afterwards, ask students to compose five questions based on the tables of contents they have made. Collect the tables of contents and the questions. These can be used later as practice exercises.

Answer Search

Have students turn to the table of contents of a textbook. (Textbooks in various subject areas may be used.) Provide a set of oral directions requiring use of the table of contents. For example: "Turn to the first page of the part of the third chapter that is about dolphins and find out what dolphins like to eat. Raise your hand when you know the answer." You may either have the first person who finds the answer provide it, then move on to a new set of directions, or wait until most or all of your students raise their hands before continuing.